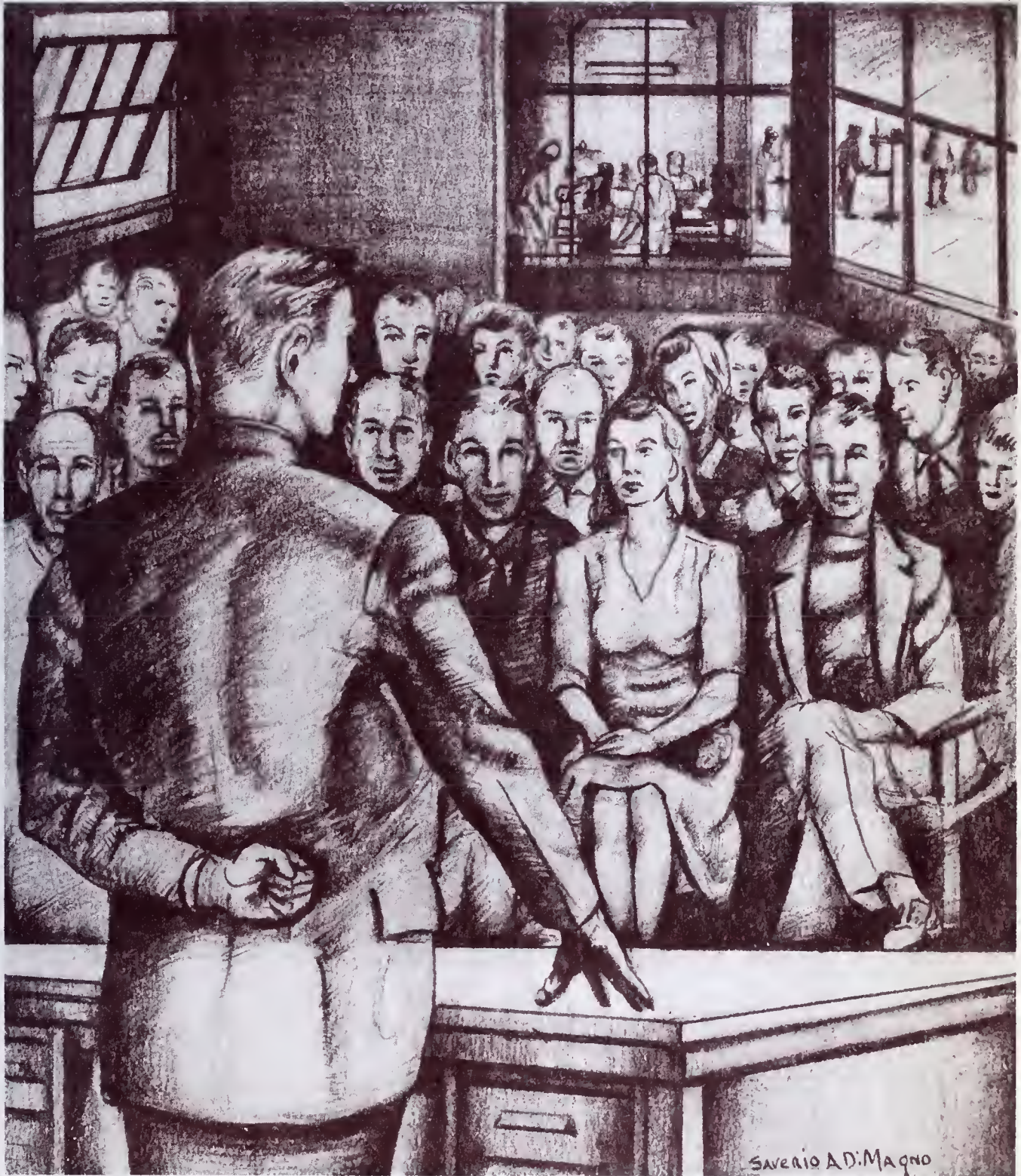


Effective Shop Meetings



BULLETIN 345-N

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
HARRISBURG
1944

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VOCATIONAL TRAINING
FOR
War Production Workers



THE PLACE

EFFECTIVE SHOP MEETINGS

Suggested Procedures for Planning and Conducting Informal Meetings

BULLETIN 345-N

Prepared by

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION OF INDUSTRIAL EDUCATION

In Cooperation With

MIDDLETOWN AIR SERVICE COMMAND
CIVILIAN TRAINING BRANCH



THE HERSHEY VOCATIONAL SCHOOL
DIVISION OF DERRY TOWNSHIP PUBLIC SCHOOLS
HERSHEY, PENNSYLVANIA

AND

UNITED STATES OFFICE OF EDUCATION
FEDERAL SECURITY AGENCY



DECEMBER, 1944

FOREWORD

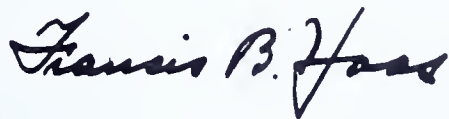
THIS BULLETIN was prepared in response to the many requests for instructional materials which would assist industrial supervisors in conducting effective shop meetings. The material is intended to fortify or to supplement organized supervisory instruction, and to be used for home study and future reference. Many supervisory duties and responsibilities can be properly executed through the successful conduct of shop meetings.

The assistance of personnel of the Civilian Training Branch, Middletown Air Service Command, is gratefully acknowledged. These persons supplied illustrations and assisted in writing and editing the manuscript.

Acknowledgment is extended to members of the Board of Education, to Raymond H. Koch, Superintendent, and to Robert Jacoby, Director of Vocational Education of the Derry Township Public Schools, Hershey, Pennsylvania.

The assistance of J. Herbert Kissinger, Area Coordinator of Industrial Education, is acknowledged.

This bulletin was compiled by staff members of the Division of Industrial Education under the supervision of Charles F. Zinn, Chief, Trade and Industrial Education, and Paul L. Cressman, Director of Vocational Training for War Production Workers.

A handwritten signature in dark ink, reading "Francis B. Hoas". The signature is written in a cursive style with a large, stylized 'F' and 'H'.

Superintendent of Public Instruction.


December, 1944.

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EFFECTIVE SHOP MEETINGS

SUPERVISORS are responsible for the quality and quantity of the work which passes through their departments. They are obliged to act as instructors of new employees, and as instructors of old employees when a new job or a new type of work is scheduled through their departments. Individual instruction, on the job, is the method usually employed to train the workers.

There are times, however, when the supervisor finds that more than individual instruction is necessary. When this condition exists, the supervisor does something about it. He may decide to gather his workers around him for the purpose of coming to a common understanding regarding the settlement of one or more shop problems. The objectives for calling workers together are usually for the purpose of:

1. *Closer cooperation to get a higher quality of workmanship.*
2. *Thorough understanding of management policies.*
3. *Presenting plans for using new production methods.*
4. *Presenting plans for instructional procedures.*

Wherever the group is called together for discussion, the supervisor is the leader. He may gather his group around him in the shop and give a demonstration. Each member of the group may be called upon to exercise his or her knowledge and follow the supervisor's example, thus learning to work cor-

rectly. This sort of procedure is not what is termed "Meeting Leading."

The supervisor may wish to encourage the workers in his department to do better work in certain respects. To arrive at his objective the supervisor will probably want to get away from the noise and confusion in the shop and discuss certain topics with the group. The location for such a meeting could be in a private portion of the shop, the supervisor's office, or a conference room set apart for such purposes.

EXAMPLES OF TOPICS WHICH REQUIRE DISCUSSION

A few of the problems which face the supervisor in the normal execution of his duties and responsibilities are listed below:

1. *Worker disregard of safety regulations.*
2. *Worker dissatisfaction:*
 - a. *With another worker.*
 - b. *With a job.*
3. *Worker reluctance to use new or improved methods.*
4. *Absenteeism.*
5. *Delinquency (coming late to work or leaving early).*
6. *Talkativeness.*
7. *Absence from work station during working hours.*
8. *Tool breakage.*
9. *Poor housekeeping.*
10. *Spoiled work.*
11. *Special mention for outstanding performance.*
12. *Announcements of management policy, or changes in management policies.*

It should be plain to the average person that these and many other similar topics must be discussed and ways must be found which will do away with the offenses, or, suitable action must be taken which will result in the improved conduct and loyalty of the workers. When it appears to the supervisor that group discussion is better than individual instruction, he should arrange to call the group together at the right time and in a suitable place. The supervisor will lead the meeting and, with the group, arrive at a definite decision and plan of procedures.



A Demonstration Is Not a Meeting

LEADER PERSONALITY

THE SUPERVISOR first must consider himself as a leader and endeavor to develop certain definite leadership qualities. He must not make the mistake of thinking in terms of "born leaders"; in almost every case, leadership must be developed and, to be complete, it must be practiced.

There are certain ways and means which the supervisor must use to be successful in leading a planned meeting of workers. Suggestions for using these meeting leading methods are discussed in this pamphlet.

A supervisor must have a pleasing personality and certain other qualifications to be a successful meeting leader. What is personality? Personality means the manner in which a person acts, talks, and fits in with others.

Some persons attract others to them, but there are others who seem odd, peculiar, and unattractive. Both of these types may be intelligent, good talkers, and excellent workers, but the persons that attract others know how to sell themselves.

Behind every good conference or group discussion is to be found the guiding hand and spirit (the personality) of the good leader. It is he who helps the group form a clear definition of its problem and directs the discussion toward a solution. During this process, he may need to act in many roles. He must plan, promote, lead, direct, inform, interpret, encourage, stimulate, referee, judge, and moderate, as occasion demands. He must do all of these without making it appear that he is making a special effort to do them.

The chief characteristics (items of a person's make-up) which may be well developed or poorly developed and which always must affect the success or failure of a person's contact with others, may be listed under eight headings:

1. *Appearance.*
2. *Personal Hygiene.*
3. *Carriage.*
4. *Vision.*
5. *Tact.*
6. *Versatility.*
7. *Temperament.*
8. *Quality of speech.*

A leader makes impressions on his group from the moment he first enters the room. He must guard against making false impressions. A leader can lessen

the chances of making false impressions if he comes to a meeting prepared to do a good job. He can do a good job if his tools are in good shape. The working tools of a leader are:

1. *A gracious manner.*
2. *A good appearance.*
3. *An alert mind.*
4. *A pleasant speaking voice.*



Does This Leader Inspire Confidence?

All good workmen keep their tools sharp and ready for immediate use. Perhaps the following discussion of the eight chief characteristics will aid a leader in keeping his working tools in good condition.



Does This Leader Present a Good Appearance?

APPEARANCE

Since first impressions of persons are usually received through the eye, it is of the greatest importance that the leader of a meeting should present a pleasing appearance.

When the leader of a meeting stands before his group, he should be as well-groomed as conditions permit.

PERSONAL HYGIENE

No matter how well the leader may appear, he must not forget that personal hygiene can be a reason which makes people avoid getting close to him. Bodily cleanliness is the next thing to being honest and straightforward in working with people. Should the workers in the department be encouraged to keep themselves clean and inoffensive? Then the supervisor should lead the way by setting the example. Especially is this important when a leader stands before a group, for it is at that time the group members have a greater chance to criticize; they have nothing else at the moment to keep them busy.

CARRIAGE

Does the leader of a meeting want his listeners to have confidence in him and in what he says? Does he want them to take an active part in the discussion? Of course he does, and his carriage has a great deal to do with the forcefulness of his remarks. If the meeting leader will just act naturally, think of what he has to say in a clear voice, he will go far in holding the attention of his listeners, and in getting their cooperation.



Will This Leader Put His Group at Ease?

He must not appear stiff or overbearing in his attitude. He should take care not to display nervousness when he stands before a group. Some speakers have a bad effect on their listeners and bore them with their actions. For example, some speakers twist and untwist bits of paper, toy with a watch chain, talk with their backs to the group, button and unbutton their coat, look often at their watch, cover the mouth with the hand when talking, point with the finger at the group or at individuals, repeat words and phrases like "see," "now, uh," "ah-h-h," "you understand, now," "you take and," etc., etc.

The good leader knows what he wants to say and he says it. He stands upright (or sits upright) and faces his group. He is not afraid to wear a pleasant look, and he puts his group at ease with his frank, easy way of talking. He is careful to do nothing which may attract to his person the attention of the listeners. He will talk and act like a regular fellow who intends to explain, illustrate, instruct, and advise regarding situations and problems which come up for discussion.

VISION

The narrow-minded leader will be a failure. The leader with broad vision will understand that his listeners may have experiences that differ widely from his own. He is attempting to bring all these experiences into line with a certain plan and method of thinking. He must realize that probably each member would like to have his ideas considered as the best and to have his suggestions followed. It is the leader's job to blend all of these ideas so that they become acceptable to the entire membership of the group. To do this successfully, the leader must have unlimited patience and he must study carefully each person's mental capacity.

TACT

He must have patience with the stumbling effort of members. Many will find it difficult to think "out loud," and many others will find it hard to express their thoughts before the group. What such members need from their leader is encouragement and help in stating their thoughts. This requires patience.

The leader is not *telling* the group to do thus and so. He is *leading* them to see the situation from all angles, after which the group will place a value on each set of ideas and choose (under leader guidance) the most reasonable course to follow.

Since the leader's responsibility is so great, he must not allow prejudice, jealousy, or selfishness to sway his judgment.

The leader who takes sides on any issue because of his personal opinion will so annoy those members against whom he is siding as to make further group discussion impossible. He will defeat the real purpose of the meeting by closing the doors to further discussion. This action usually causes the members to become angry.

He must take an impersonal attitude. He must see that each person receives a courteous hearing and fair treatment by the other members. Even though the leader himself may not favor certain individuals or certain viewpoints, he must not permit his personal feeling to get the better of his judgment in leading the group.

In stating his viewpoint to the group he must be careful to inform them that it is a personal viewpoint, and that he is, for the present, speaking for himself and not as the leader. Often it is even better for the leader to state his own personal viewpoint in this impersonal manner in order to get free group discussion on it.

The tactful person possesses the ability to talk with others without offending them. Where strong personal opinion enters into the discussion, it takes the utmost of tactful leadership to prevent it from growing into bitterness.

It is then the leader's job to define clearly the method of procedure, to persuade the group that this is the only correct method for the present, and to get the group to consent to give the procedure a try-out for a stated length of time.

VERSATILITY

The leader must get across to his group a feeling of enthusiasm, courage, and confidence in his ability to lead. He must keep himself from being too much in the foreground, from talking most of the time, from stating his own opinions too freely, and from speech-making.

The leader should be one of the most rapid thinkers in the group. It is not necessary that he be *the* most rapid thinker, but if he is to command the respect and confidence of his group, he must be among the most able in this respect to be found in the group.

He must possess the knack of using the right words. This means that he must have the ability to

use language freely in order to state thoughts clearly. As a director of the group thinking of others, the leader must be able to help others state in ordinary, clear language, thoughts which they find difficult to state in words. He must be able to phrase and rephrase questions and topics for carrying the thinking of the group along. He must be able to select good words in stating the problem clearly and in summing up at various places through the discussion, the progress being made. Finally, he must be able to state clearly for the group the exact nature of the outcome of the discussions and the results obtained through group thinking.

He must possess ability to break down statements. He will be expected to make the problem clear. This means, to a large extent, that he must bring out and examine the various angles to be considered in the solution. He must be able to point out in the contributions offered by members, their strengths and weaknesses, and he must help them settle on a solution.

Throughout the discussion he must be actively engaged in breaking down the contributions or parts of contributions that favor a certain type of solution; those that oppose it, others that favor another kind of solution; those that oppose this; and so on, until the point is reached where his efforts, being pooled with those of his group, finally become the group idea. The leader must be able, mentally, to separate the necessary and the worthwhile parts from the helter-skelter array of contributions that are offered and to see in each the part that may be used in building the bridge that will at last span the gap leading to the conclusion.

Cultivate a sense of humor; often there is a place for a humorous story. Nothing can quite take its place in making the group feel at home, in working up a pleasant feeling of ease between the group and the leader and among the members of the group themselves and above all, preventing a scrap between group members. When serious discussion, however, is underway, it should be kept going, and respect for the thinking group should prevent interruption by humorous or witty remarks.

TEMPERAMENT

A leader must learn to control his emotions. No two persons in his group are alike. He must find a way to put a damper on the unruly member and he must find a way to encourage the timid member to



Is This Leader Assuming the Right Attitude?

take part in the discussion. He must not lose his temper nor appear impatient. He cannot be pleasant one moment and disagreeable the next moment. He must keep a level head.

A leader must treat every member of the group alike. There is always a chance that there may be some person in the group who may irritate the leader. This must not be allowed to interfere with the attitude of the leader toward the group. He must be impartial and impersonal in his relationships.

A leader must guard against getting into arguments. Discussions can drift into arguments if the leader does not keep a level head. The inexperienced leader should be extremely careful to guide the discussion into unemotional channels. If there seems to be no other way to prevent friction, the leader should declare that "time is up" and the discussion will have to be continued at the next meeting. When the next meeting is called, it is likely the subject under fire will have been forgotten.

However important it is that a certain topic should be discussed, the leader should not be too stern and insist that other topics which come up as a side issue may not be considered. Some leaders discourage exchange of ideas by this attitude. The skillful leader may well allow other topics to be considered and at the same time keep the principal topic before the group. If there is no time to discuss side issues, the leader may write the topics on the blackboard and indicate that they will be considered after the main topic has been covered.

Let no man sit in the meeting unnoticed, and always tell the members of the group how much their

presence and contributions to the discussion have been appreciated. Make it a rule that even the member who has said the least shall be recognized. The next meeting will stand a better chance of being well-attended.

QUALITY OF SPEECH

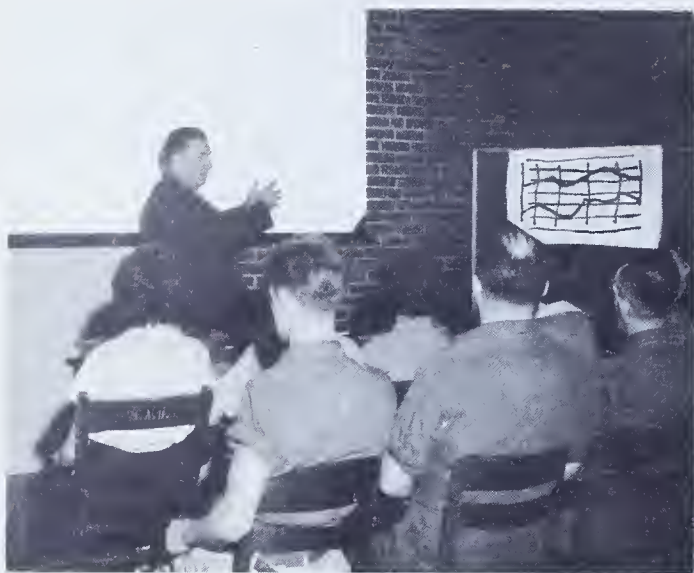
Anything worth saying should be said so it can be heard and understood by everyone in the room. The speaker should talk slowly and not allow his words to run together, but he should not talk with a drawl. The tone of the speaker's voice is important. A sharp, harsh tone produces a grating effect on the listener's nerves; and speaking in the same low, drawling tone will make the listener sleepy and inattentive. The speaker should always talk as though it were ordinary conversation, and not try to be too formal. Make the sentences clear and crisp, allow the tone of the voice to rise and fall, and repeat, if necessary, so that everyone understands clearly what is said.

HOW TO LEAD A MEETING

1. OPEN THE MEETING.
 - a. *Put the group at ease.*
 - b. *State purpose of the meeting.*
 - c. *Outline procedure to be followed.*
2. PRESENT THE TOPIC OR PROBLEM.
 - a. *State the facts.*
 - b. *State an opinion—ask questions.*
 - c. *Use a chart, film strip, etc.*



Open the Meeting Promptly



Sum Up—Decide on a Plan

3. CONDUCT THE DISCUSSION.

- a. *Invite an exchange of views.*
- b. *Be ready to prevent arguments. Do this by saying, "What you mean to say is _____," and then put the meaning in a few words.*
- c. *Keep the discussion from straying to other topics.*

4. SUM UP THE POINTS BROUGHT OUT IN THE DISCUSSION.

- a. *Point out important ideas.*
- b. *Suggest the results or findings of the group discussion.*
- c. *Decide on what should be done to remove the difficulty.*
- d. *State the plan of action which shall be followed.*

DANGERS TO AVOID

It is only natural that certain dangers be present in using a method which aims to make use of the opinions and contributions of all members of a group in arriving at solutions to problems that have an important effect on their interests. But since the very purpose of this sort of discussion is to use friendly group thinking in solving group problems, it is necessary that we face the difficulties squarely and attempt to remove or avoid them, where possible. If this is not possible, ways and means should be thought out that will prevent them from interfering seriously with the fair-to-all process of group thinking.

1. THOSE DANGERS FOUND IN THE LEADER HIMSELF.

- a. *Too much talking on the part of the leader.*

- b. *Attempting to do all the talking and direct the conversation to his way of thinking.*
- c. *Too much eagerness to get somewhere; hence, becoming impatient with what the group is doing or has done.*
- d. *The feeling that unless he is actively in the foreground, the meeting will not be successful.*
- e. *Sticking to the program too closely, thus too soon cutting off interesting and perhaps valuable side lines of discussion.*
- f. *Inability or failure to handle personal or group ill-feeling without trouble.*
- g. *Failure to draw out timid or backward member.*
- h. *Failure to stop the too talkative and mixed-up member.*

2. THOSE DANGERS FOUND IN INDIVIDUAL MEMBERS.

- a. *Failure to know that he should take an active part in the discussion.*
- b. *Talking all of the time.*
- c. *Unwillingness to be a good listener and get the other members' points of view.*
- d. *Getting angry at criticism.*
- e. *Speaking too positively without a full knowledge of facts.*
- f. *Lack of ability or willingness to help others in their thinking.*
- g. *Permitting emotion or personal likes and dislikes to interfere unduly in the way he thinks and acts.*
- h. *Over-eagerness to get the problem settled in a hurry.*

3. THOSE DANGERS FOUND IN THE GROUP.

- a. *Over-ambitiousness of the group in attempting the solution of important problems.*
- b. *Too much readiness to make hasty decisions.*
- c. *Group antagonisms.*
- d. *Unwillingness to face issues squarely because of group fears and prejudices.*
- e. *Social implications or ramifications.*

4. THOSE DANGERS FOUND IN THE TOPIC.

- a. *The subject may not present a problem, a felt difficulty or a controversial question.*
- b. *The topic under consideration may be outside the experiences of the group.*
- c. *It may not be interesting to most of the group.*
- d. *Sometimes the group is facing a baffling or confused situation in which the issues are not clear and no possible courses of action are defined.*

- e. *Frequently a group is facing a situation where it knows, or thinks it knows what it wants to do, but is puzzled as to the ways and means of carrying out the conclusion.*

HOW TO DETERMINE WHEN TO HOLD A MEETING

TO HOLD a meeting when there is no reason apparent to the employee for doing so is very bad practice. Unless those present are sold on the necessity for holding a meeting, the response will be weak and nonproductive of the desired effect.

Before a supervisor decides to call a meeting, he should know WHY the meeting will serve his purpose better than any other means and he should know WHAT he will say and do that he cannot say and do as effectively at any other time and place.

A glance at the list of "Examples of Topics Which Require Discussion" on Page Nine will indicate the type of problem which is often solved more easily and effectively in a group discussion than in the shop or shop office.

These meetings offer to each member of the group an opportunity for group thinking, for pooling ideas and suggestions, and for asking specific questions pertaining to the interests of the entire group.

For example, one supervisor of a very busy department was having considerable trouble keeping the output of work in his department flowing steadily and smoothly according to schedule. The trouble was caused by several employees who were chronic absentees. Their absence from the department caused their work to pile up and compelled other workers to stand idle or do double work in some cases.

The supervisor had talked to these persons at various times and because of the shortage of workers, he did not wish to discharge them. They were good producers and rather difficult to replace, but something had to be done.

He finally decided to call a meeting of the employees in his department and ask them to suggest a way to keep production moving smoothly. To maintain a smooth working schedule was the WHY for holding the meeting. The supervisor reasoned that if he called the employees together and pointed out the over-all effect of uneven production, those workers who were kept standing idle and those who were overworked for certain periods would themselves decide that the late comers were causing the trouble and so indicate the remedy.

To state the bare facts was WHAT the supervisor would say at the meeting. The employees would discuss the problem and help find a solution. This could not be done so well in the shop or in his office. The first step had been taken; the supervisor had decided to call a meeting. The next step was to set a time to hold the meeting.

SETTING THE TIME

SINCE the purpose of a meeting is to get a definite result, the most favorable conditions should be built up to get this result. When will the workers in this department be in the best mood for a discussion concerning uneven production caused by late comers? To schedule a meeting at the beginning of the work period would appear unwise. Everyone should be present to make the meeting fully effective and the latecomers would very likely miss the meeting.

To schedule a meeting at the end of the work period also would appear unwise. The workers have to punch their clock cards, change clothing in many instances, and be at the transportation point at a certain time to leave for home. The attention and judgment of the group members would be upset if they attended a meeting under these circumstances.

To shut down the production line during a work period might affect other activities in the plant. However, a few minutes' shut-down would do no more harm than the uneven production caused by regular absentees. Taking every angle of the problem into consideration, this supervisor decided that the workers would be in a receptive mood at the close



Give the Group Advanced Notice of Meetings

of the lunch period, just before they returned to work on the second half of the shift.

A notice stating the time and place should be posted on the bulletin board at least the day before the meeting. Never call a meeting, except in an emergency, without giving the employees plenty of notice.

These suggestions pertaining to the most favorable time to call a meeting are to be taken for what they are worth. Each supervisor must decide these things for himself. The point is that if favorable and lasting results are to be gained through calling a meeting, the time to call the meeting must be carefully considered.

GETTING READY TO LEAD A MEETING

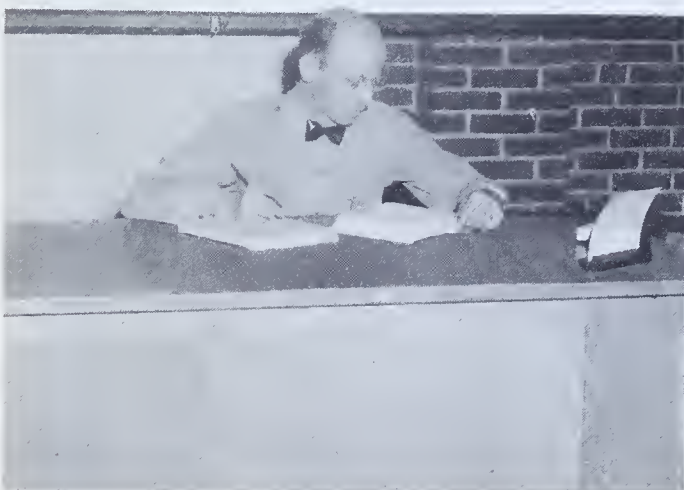
HAVING determined the need for, and the time and place of the meeting, the supervisor had further planning and preparation to complete before any meeting was actually held. To help him, he used the following scheme for getting ready to conduct the meeting.

1. MAKE AN OUTLINE.

- a. *Objectives to be accomplished.*
- b. *Detailed outline of topics to be discussed.*
- c. *Points to be covered.*
- d. *Things to be stressed.*

2. PLAN THE MEETING.

- a. *Determine what to say, how to say it, how to introduce topics.*

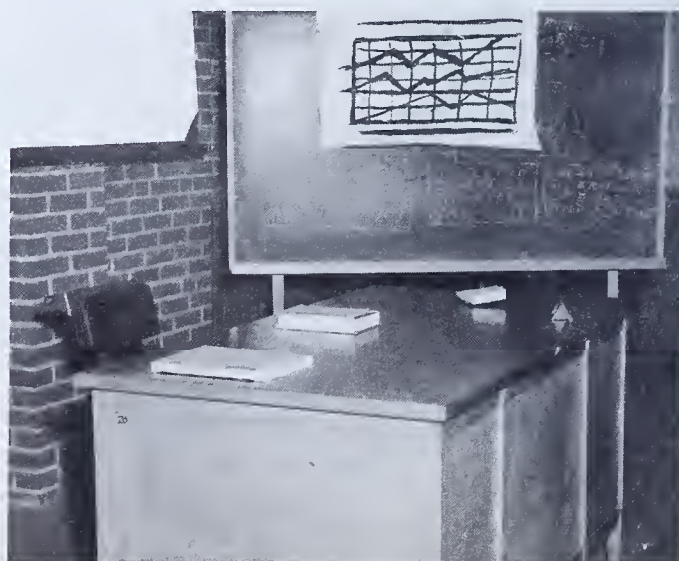


Prepare a Complete Outline



Plan the Approach

- b. *Determine how to control discussion.*
 - c. *Set up schedule for length of meeting.*
 - d. *Set up time limit for each topic.*
3. HAVE EVERYTHING READY.
- a. *Pamphlets, orders, instructions, materials, to be distributed.*
 - b. *Charts, diagrams, graphs, posters, etc.*
 - c. *Materials for demonstration, for taking notes.*
4. HAVE MEETING PLACE PROPERLY ARRANGED.
- a. *Enough chairs, tables, ash trays.*
 - b. *Adequate light, heat, ventilation.*
 - c. *Freedom from noise.*
 - d. *Blackboard positioned to enable everyone to see clearly.*



Be Prepared To Begin Promptly



Provide Pleasant Surroundings

PLANNING AN EFFECTIVE SHOP MEETING

1. MAKING THE OUTLINE.

a. Objectives to be accomplished:

- (1) Why our production is so uneven.
- (2) What must be done to correct this condition.

b. The topic to be discussed:

- (1) How our work fits in with the work of other departments.
- (2) Why our flow of work is very uneven.

c. Points to be covered:

- (1) Each worker has a responsibility. The supervisor depends on the workers for certain results.
- (2) What one worker does affects every other worker.

d. Things to be stressed:

- (1) There must be one system of working.
- (2) The supervisor has a responsibility that he cannot pass to someone else.
- (3) The workers, too, have a responsibility in getting out work.

2. PLANNING THE MEETING.

a. Determine what to say and how to say it.

- (1) Nearly every worker in this group is on the job on time.
- (2) If these persons come through with 100 per cent effort, the total production will fall below 100 per cent if there are others who fail to come through 100 per cent.
- (3) Can lost time be made up?

b. Determine how to control discussions:

- (1) Suggestions: No one person to monopolize discussion.
- (2) Question individuals at times.

c. Set up schedule for length of meeting:

- (1) Perhaps 15 minutes is enough time for this discussion.
- (2) The meeting must not last too long, to be effective.

d. Set up time limit for each topic:

- (1) Plan to make the meeting interesting and snappy by holding each speaker to his topic or question.
- (2) Use varied approaches.
- (3) Follow general, overhead questions with specific questions to get desired suggestions.

3. HAVE EVERYTHING READY.

a. Pamphlets, orders, instructions, materials to be distributed. This is a good place for a graph showing department record of total manhours scheduled and total manhours worked.

b. Charts, diagrams, posters, etc. Show percentage of manhours worked. (Chart)

c. Materials for demonstrations. Indicate total money scheduled to be paid to workers, the actual amount paid, and the percentage of money received. (Prepared table)

d. Indicate that the department overhead expense and fixed charges are the same when the production line is running 100 per cent and when it is running 85 per cent (this is approximate).

e. Be ready to point out exactly the resulting loss in money to employees and to stockholders. (In the case of government plants, the stockholders are the employees and anyone who pays taxes.)

f. Certain posters or other illustrative material should be ready for use, if necessary. Usually the results are better if the listener's mind is not confused by too many references.

4. HAVE MEETING PLACE PROPERLY ARRANGED.

a. Chairs tables, ash trays:

- (1) Arrange chairs according to the number of persons in the group. For a small number (10 to 15) the group can be seated around one or two tables. For a larger

assembly the chairs can be arranged to face one end of the room. Ash trays should be provided at convenient locations.

b. *Light, Heat, Ventilation:*

- (1) Arrange the seating so light will not shine in the faces of the group members. Think of the temperature of the room and provide ventilation if it is a warm day. In cold weather the room should be comfortable, but not above 70° F. For some groups of shop people, 70° is too warm.

c. *Freedom from Noise:*

- (1) A room that is near a noisy department is unsuitable for the purpose of holding this kind of meeting. Select a place that is far enough from the sounds of machinery and shop noises so the speakers can be heard easily. The leader should not have to raise his voice above a moderate conversational tone to be clearly heard.

d. *Blackboard Correctly Positioned:*

- (1) The blackboard should be squarely before the group. It should be well-lighted. The leader should be able to write with chalk, clearly enough to be seen at the back of the room. Too many people make lines just heavy enough to be seen by those close to the blackboard.

LEADING AN EFFECTIVE SHOP MEETING

1. OPEN THE MEETING.

- a. *Put the group at ease (leader seated or standing):*

It is always a pleasure for me to meet this group informally here for consideration of problems that affect all of us. You always come willingly and promptly. You show a sincere desire to help build our department to render higher standards of service. I like to work with men such as you.

- b. *State the purpose of the meeting.*

We have been having irregularities in our production, and this meeting is called to see whether we can work out some plan to straighten out these irregularities. As I see it, we have two things to decide on.

- (1) Why is our production irregular?
- (2) What must be done to correct this condition?

(Write these statements on the board)

- c. *Outline the procedure to be followed.*

I'll tell you what our troubles are, and I want to know what you think about them. We will list the results of the discussion on the blackboard and sum up all the suggestions you offer.

2. PRESENT THE TOPIC OR PROBLEM.

- a. *State the facts.*

IN CHART I, the line marked No. 1 represents the manhours that are covered by our schedule. On the first day, we had 120 manhours scheduled and 120 manhours worked. But in Table I, you notice on the second day we lost 8 manhours worked; on the third day, we lost 16 manhours worked, or a total of 24 manhours lost through the third day of our week's work; and by the end of the week, we lost a total of 40 manhours lost from the schedule.

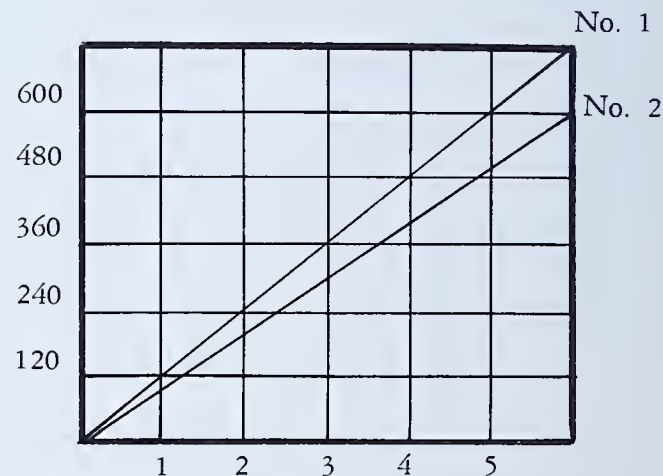


CHART I

DAYS	SCHEDULE	WORKED
1	120	120
2	240-8	232
3	360-24	336
4	480-32	448
5	600-40	560

TABLE I

The line marked No. 2 indicates the manhours worked. What would happen to our production line?
(Answer: It would be uneven.)

No. 1 No. 2

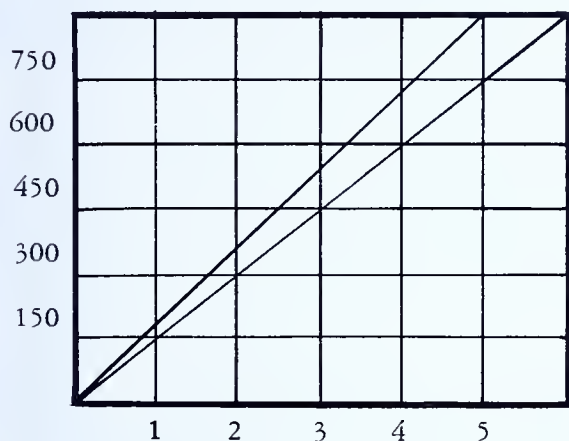


CHART II

DAYS	\$ SET UP	\$ PAID
1	150	150
2	300-8	292
3	450-44	406
4	600-60	540
5	750-90	660

TABLE II

IN CHART NO. II, the line marked No. 1 represents the amount of money set up for a full production schedule. The first day, \$150 was set up and \$150 was paid to workers; on the second day, manhours were not up to schedule and instead of \$300 being paid to workers, only \$292 was paid; by the end of the week, we find where \$750 was set up for full schedule of manhours but only \$660 was paid to workers.

The line marked No. 2 represents the amount of money received by workers. What is the effect on the workers?

(Answer: Loss of purchasing power by the worker.)

Who else could be at a disadvantage by uneven production and reduced income of workers?

(Answer: The department overhead and fixed charges are the same whether the production is 100%

or 88%. Our production line fits into every other production line. When our production line is down, it holds up the production line following ours and causes a bottleneck for the production line ahead of ours.)

Each worker has a responsibility. Your supervisor depends on you for certain results. What one worker does affects every other worker and the whole plant. There must be one system of work. The supervisor has a responsibility that he cannot pass on to anyone else.

b. *State an opinion and ask questions.*

It is my opinion that this situation can be corrected. Nearly every worker in this group is on the job regularly and on time. If these persons come through with 100% effort, the total production will fall below 100% if there are others who fail to come through 100%.

How can this time be made up?

Who is responsible?

What is the cause?

What can we do about the situation?

3. CONDUCT THE DISCUSSION.

Why do we have irregularity in our production line?

(Answer: Absenteeism.)

What are some of the causes for absenteeism?

(Write on the board: CAUSES.)

Causes: Illness, hangover, lack of interest, don't like the job.

Together we have tackled other problems for the improvement of this department. What can we do to remedy this situation? What suggestions can we make to control the situation?

(Write on the board: REMEDIES.)

Remedies: Talk frankly to offenders (Warn them). Establish penalties. In case of illness, secure doctor's certificate. Recognition for perfect record.

4. SUM UP THE POINTS BROUGHT OUT IN THE DISCUSSION:

a. *Point out important ideas.*

It is clear that we can all be affected by failure to keep up to schedule on production. We have a responsibility to each other, as well as loyalty to the department and management.

b. *Suggest the results of the findings.*

We believe that the irregularity is caused by absenteeism.

We have listed the causes of absenteeism affecting the production line.

We have agreed on remedies to be applied.

c. *Decide on what should be done.*

- (1) I will talk to persons who are absent, and with your support this will be helpful.
- (2) All illness excuses should be accompanied with a doctor's certificate and should be presented to the nurse.
- (3) John Jones, will you select two fellows, and the three of you work out a penalty system.
- (4) Bill Smith, will you select two fellows, and the three of you work out a plan for recognizing perfect records.

d. *State the plan or action which shall be followed.*

- (1) I will talk to all absentee workers and warn them.
- (2) All illness excuses from today on will be presented to the nurse with a doctor's certificate.
- (3) John and Bill will work out their problem to be presented at another meeting.
- (4) Are we in full agreement on what is to be done?

Thanks, fellows, for your cooperation. We are going back to work now with a full determination that by working together we can meet the production schedule set up.

The meeting is adjourned.

FOLLOW THROUGH

THE SUPERVISOR must not assume that his responsibility ends with the close of a successful meeting. Since the average person possesses a certain amount of pride in his or her ability to think objectively, the members of the group must be allowed a minimum of freedom of expression.

It is recommended that the supervisor should guard carefully the manner in which he approaches any member of the group after a meeting has been dismissed and the work of production has been resumed. Each worker will likely watch every move the supervisor makes to determine whether he shows partiality (usually the result of imagination) to any fellow workers. Some worker will invariably make remarks to another pertaining to the topic discussed in the meeting.

The supervisor's best bet is to conduct himself as though there is nothing unusual about calling a meeting. If his immediate presence is not necessary, he should remain in the background for the rest of the day.

The supervisor should not be surprised if some member of the group, who attended the meeting, comes to him with a suggestion which the member advances as an afterthought pertaining to some part of the discussion. Treat this worker respectfully and suggest that he put his suggestion in writing and present it through regular channels.

There may be present in the group an employee who resents any or all constructive advice. Such an employee is likely to sabotage the good effects the meeting may have produced. The supervisor must be on the alert to prevent such a person from sowing seeds of dissatisfaction among other employees.

There are many ways that can be used to prevent trouble from this direction. The supervisor must study his workers. Unless he is fully informed in regard to their work habits and personal likes and dislikes, he will be at a disadvantage in working with such persons. A personal talk in private sometimes changes an employee's viewpoint. There should be no hesitancy about correcting crooked ideas. If there appears to be no other way, get rid of a disturber. But make certain that you, as a supervisor, have done everything possible to correct the difficulty. Let the disturber hang himself.

There will be present in the group several employees who will make every effort to support the supervisor. Do not fail to support these persons in return. If, as a result of the recent meeting, there appears to be improvement or only an honest attempt to improve, do not fail to notice it at once.

Many supervisors carefully plan procedures, hold meetings, and make favorable impressions on the employees—and then forget about it. Perhaps workers respect supervisors more than they realize. It is extremely important that supervisors carry on in a consistent manner. Having once established a department policy, stick to it. This will not be easy to do, but it is the supervisor's job.

After a reasonable time has gone by, it might be well to call another brief meeting for the purpose of complimenting the group on their support and progress. Do not make the reason for calling the meeting too obvious and be brief. At this time it may be well to call for any suggestions the members of the group may offer for the further improvement of production procedures. Read carefully the contents of this pamphlet several times; consult experienced persons about your problems; and keep constantly in mind that a supervisor is a leader and not a boss.

